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ABSTRACT

A study investigated the religious and spiritual values in selected children's books. A second study investigated children's comprehension of the values messages. Thirty realistic fiction books which won, or were honor books for, the John Newbery Medals for 1974-1988 were selected. A modified version of the Values Category Scale was developed and included five categories: negative religious, non-religious, humanistic, Christian-Judeo religious, and other religious. A panel of 5 experts in children's literature, 3 educational library media specialists, and 2 children's literature professors read and independently evaluated all 30 books. Results indicated that 24 of the books had non-religious content while only 7 of the books had Christian-Judeo content exceeding 25%. Results also indicted that historical fiction works were more likely to contain religious values than contemporary fiction works. In the second study, 8 children's librarians in northwest Arkansas selected a total of 29 Newbery Award books and identified specific spiritual values in those books. Thirty-five third- through sixth-grade students voluntarily read a total of 21 of the titles chosen by the librarians. The students were then interviewed to discover what spiritual values they recognized and if they identified the same values as the librarians. Results indicated that (1) the librarians and the children were able to identify a wide range of spiritual values in the books; (2) librarians chose stories emphasizing family relationships, love of parents, family unity, or the need for children to experience a loving and supportive, traditional or non-traditional, family unit; and (3) in those books conveying spiritual values which adults interpret as having religious significance, child readers focused only on the value in a non-religious connotation. (Eight tables of data are included; 37 references are attached.) (RS)

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What are

WHAT ARE THE RELIGIOUS/SPIRITUAL VALUES IN CHILDREN'S BOOKS?

DO CHILDREN GET THE VALUES MESSAGES?

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What are the Religious/Spiritual Values in Children's Books? Do Children Get the Values Message?

Widespread concern for the state of American public education and cries for school reform during the 1980s have given way to the intensified emphasis on promotion of literacy at all levels in the 1990s. Along with the renewed stress on promoting literacy through more effective reading instruction, attention has been focused on the whole language approach to reading, the development of life-long learning skills, and utilization of real text for reading instruction. (Aaron, Chall, Durkin, Goodman, & Strickland, 1990) According to the National Council of Teachers of English (1983) three of the seven goals that every literacy program should consider are (a) development of a life-long reading habit, (b) ability to identify with fictional characters in human situations as a means of relating to others, and (c) the realization of the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values (Norton, 1985, p. 343).

A number of reading experts have proposed the use of children's literature, trade books, as the instructional material for teaching basic reading skills. (Goodman, 1986; Pennel, Field, & Estice, 1990). Fuhler (1986) has noted the trend of publishers to include literature-based material in their reading programs while Commeyras (1989) and Kreis

(1990) have suggested the use of children's literature to teach critical reading and problem solving skills.

Thus, the goals of literature-based reading instruction are to motivate children to become lifelong readers, expose them to the values of their society, and help them develop critical thinking skills. These goals are consistent with public opinion which according to a 1989 Gallop poll (Elam & Gallup, 1989) expressed concern for values education (e.g. use of drugs, lack of discipline) in the public schools. The concerns identified in these goals underlie the research focus of this paper which investigates the religious and spiritual values in selected books and children's comprehension of the values message.

The research for this paper was performed in two separate but related studies: (a) analysis of the religious/spiritual values in children's books by children's literature experts and (b) a comparison of the identification by librarians of spiritual values in children's books with children's responses to those books. Each investigation is first described separately before discussing conclusions and implications.

Strand One: Religious Values In Children's Books

The major purpose of this research was to analyze the religious values portrayed in children's books to determine (a) if there is a significant difference between religious values in historical and contemporary fiction, (b) the

relationship between religious emphasis in realistic fiction and sex of the protagonist, and (c) the trend in portrayal of religious values in children's literature from 1974 to 1988.

Selection of Sample

In selecting a sample of books for use in this study several factors were considered. First, the genre of books chosen should portray protagonists in realistic conflict situations where they may be seen as role models. Second, the books utilized should be those that are widely read and recognized as outstanding literature. Finally, the books should have been published within a time frame which would make them known and available to professional staff and children. After considering these criteria, fifteen years of realistic fiction works were identified for analysis. The books selected were the thirty realistic fiction books which won or were honor books for the John Newbery Medals of 1974-1988. Since the Newbery Medal is considered one of the most prestigious awards given for children's books in the United States (Peterson and Solt, 1982), medal winners and honor books are readily available in school and public libraries and are highly recommended by literary experts for children's reading. In addition, the Newbery books are generally appropriate for intermediate-grade level reading and the realistic fiction genre of books is currently the leading choice of the intermediate-grade level students.

Instrument

Although other authorities in children's literature have viewed the questions of moral, spiritual, and religious values in children's books from the perspective of analysis of a single work or set of works (Henke, 1982; Patterson, 1983; Smedman, 1983), Knafle, Wescott, and Pascarella (1988) attacked the problem of objective values assessment in children's books and developed the Values Category Scale for picture books. Furthermore, Knafle et al. (1988) suggested how their category system might be modified and adapted for use with other genres of children's books.

Thus, starting with Knafle, Wescott and Pascarella's Values Category Scale as a model, a modified version of the Scale was designed to assess religious values in children's books. The modified scale for religious values has five categories: Negative Religious, Non-Religious, Humanistic, Christian-Judeo Religious, and Other Religious. The religious values categories are described as follows: (1) Negative Religious: expressed disrespect for the Church or Christian-Judeo values; expressed opposition to religion or authority of religion; statement of disbelief in God; satanic beliefs or practices; practice of witchcraft; or use of "God" with a negative expletive; (2) Non-Religious: absence of evidence of religious practice or belief; giving of information about religion without indication of commitment or belief; (3) Humanistic: evidencing respect for

traditional values and mention of traditional celebrations (i.e.,Thanksgiving, Christmas, Passover, etc.) or things related to such celebrations (i.e., Christmas tree, egg hunt, Santa Claus), but without religious commitment; (4) Christian-Judeo Religious: expressed trust in God or prayer; evidence of reverence for religious figures, books or authority; committed participation in religious ceremony; consulting a religious figure or source; attending a church, synagogue or temple; (5) Other Religious: participation in praying, prayer, or ceremony related to major religions such as Buddism, Moslem, Shinto, but not Christian or Jewish; involvement in ceremonies or festivals of other religions; expressed belief in the authority of a religious figure such as a shaman, witchdoctor, or priest.

Procedures

The religious values category scale was utilized by a panel of five experts in children's literature, three educational library media specialist and two children's literature professors, to assess the religious values content of the realistic fiction stories. Each panel member read all of the thirty selected books and independently evaluated the books based on the definitions of the category system. For each book raters determined the percentage of content which they considered to be Non-Religious, Humanistic, Negative Religious, Christian-Judeo Religious, or Other Religious and cited pages numbers and direct quotes

to support their evaluations. Raters were directed to begin reading each book with the assumption that the content was non-religious until a shift of content to another category was noted. The rater would then note the page number, quote or paraphrase the material, and identify the value category. Using this approach, all content which was not defined as Christian-Judeo, Negative Religious, Other Religious, or Humanistic, was assumed to be Non-Religious.

Each rater arrived at individual percentage scores for each of the five value categories for each book by computing the percentage of pages having references to the various categories and weighing those scores against the overall impact of the values in the specific book. Thus, 10% of the pages in a book might have Christian-Judeo Religious references, but the rater might view that religious impact for the total story as greater and, thus, rate the Christian-Judeo Religious aspect as 25%.

Analysis

The percentage scores and supporting data for each book were collected from the raters and analyzed statistically using correlation coefficients, mean scores, and chi square. Multiple Pearson product-moment correlation coefficients were determined between raters' scores on all value categories. Humanistic and Non-Religious categories were collapsed into one category labeled Non-Religious when it appeared that raters had difficulty differentiating these

categories with agreement or consistency. The resulting correlations between the five raters and four value categories were generally high and positive ranging from .36 to .81 for Non-Religious scores, and from .13 to .81 for Christian-Judeo Religious scores. However, the category of Negative Religious produced both negative insignificant scores and .00 correlations. This is attributable to a .00% score for Negative Religious in over 80% of the evaluations. Hence, with such low percentages and frequency of reporting Negative Religious, the statistical results are not significant at the .05 level. Table 1 shows the mean scores

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insert Table 1 about here

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of the four value categories, and from this data it can be seen that even the mean scores for Negative Religious are generally zero or low, while the Non-religious scores are generally high.

Results

Comparison of the mean scores of raters by value categories in Table 1 reveals that 24 (80%) of the 30 books were evaluated as having Non-Religious content, while only 7 (23%) of the 30 books had Christian-Judeo Religious content exceeding 25%. Further study of the Table 1 shows that more recently published books have higher percentages of

Non-Religious content and higher mean scores for Negative Religious values. From Table 1 it is evident that 11 books are of the historical fiction genre and 19 are contemporary realistic. When the religious value scores for contemporary fiction and historical fiction are compared, there is a significant difference. Historical fiction works are more likely to contain religious values than are contemporary fiction works. Tables 2, 3, and 5 reveal the significant

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insert Tables 2, 3, 4, 5, about here

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differences in frequencies and expected frequencies for the books considered by time frame and sex of protagonists. Table 4 shows no expected difference for the years 1979-83. The trend in book publishing to print fewer historical fiction stories and more contemporary realism is evidenced by these statistics, as is the tendency toward higher levels of religious value content in books with female protagonists as opposed to those with male.

While differences between raters in percentage scores assigned to any given book are evident, the differences are not large enough to change the rank order of category rating for a given book. Thus, although raters may assign different percentage scores to each of the four value categories, the category receiving the highest percentage

score or the lowest will be the same for the raters as a group. Strongest rater agreement on scoring is found in evaluations of contemporary fiction stories that are Non-Religious.

Based on the research results, it is evident that of the two genres of realistic fiction, historical works are more likely to convey more religious messages than contemporary books. However, according to Peterson and Solt (1982) the trend of historical fiction books dominating the Newbery awards of the 1930's not only decreased by the 1960's, but many of the former award winners were no longer in print. When the realistic fiction Newbery Medal and honor books of the years 1974-88 are examined the trend toward a decrease in historical fiction and an increase in contemporary novels being honored is seen. From 1974 to 1988 11 historical fiction and 19 contemporary books were selected for the Newbery Medal or as honor books. During the final 5-year period, 1984-88, 4 of the books were historical fiction, while 8 were contemporary works. Not only are historical fiction novels losing in the race for Newbery honors, but the contemporary fiction works with male protagonists are winning increasingly. Thus, the religious values messages being conveyed through award winning books are on the decrease.

The second investigation concerns children's perception of values messages, both religious and spiritual.

Strand Two: Spiritual Values in Children's Books

Teachers have always been actively involved in helping children become more responsible citizens by teaching them to place the welfare of the group ahead of their own personal needs, fostering empathy and wholesome attitudes, finding ways to build self-confidence, and developing new ways of solving problems. These objectives fall under the heading of moral and spiritual development.

Definition and Development of Spiritual Values

Spiritual values give meaning or purpose to life, transcend the individual and become a force which allows the individual to bond with others in a spirit of love, warmth, and compassion. (Engstrom, 1983) With the recent influence of Eastern philosophy, the spiritual dimension is often referred to as "human experience and personal growth" (Beck, 1986, p. 150). Arbuthnot (1957), a reknown children's literature authority, states "spiritual security grows out of family affection and trust,...comes strongly to the fore in times of stress...spiritual security is that which enables human beings to surmount dangers, failures, and even stark tragedies" (p. 4). Generally speaking then, when referring to the spiritual dimension, writers focus on how people ultimately give meaning to their lives.

Spiritual Values in Literature

In tracing the history of the transmission of basic values from an adult society to its offspring, one may note that literature, particularly fiction written for children, has been a vehicle for instilling basic religious and spiritual values in its youth. (Knafle, Wescott, Washington, & Pascarella, 1985, p. 4) Purves and Monson (1984) would add that through the transaction of reader and writer, youngsters experience "human relationships and human concerns..."(p. 2). Then, when children begin the process of understanding feelings about themselves, they begin to "think critically and apply humane values in their interactions with others" (Gillham, 1959, p. 3), a worthy goal in any setting. Charles Smith (1987) states that these universal or spiritual values deal with life's struggles: birth, death, courage, fear, love, and hate. Field & Weiss (1987) have identified ten values noted in selected children's books, the most popular being "courage, friendship, love of people, humaneness, ingenuity, and maturity" (p. 2). Likewise, Ryder (1978) identified a similar list of values when comparing the responses of children and librarians to a select group of Newbery books. Two questions related to these values are studied in strand two of the present research: (a) do children identify spiritual values in trade books, and (b) do adults identify the same values in those books.

Book Selection by Children's Librarians

A panel of experts, identified from a list of children's librarians in Northwest Arkansas, was contacted by letter and asked to participate in a study dealing with values in children's literature. Three weeks later follow up phone calls were made to determine librarian interest and intent to participate in the study. Librarians who consented were mailed response forms, a memo with clarifying instructions, and a definition of spiritual values. The librarians were to select five Newbery Award books and identify specific spiritual values. Their response sheets were to include book title, author, and page number of a specific passage where a spiritual value was found. The librarians were also given the opportunity to decide whether or not a theme rather than a specific incident demonstrated a spiritual value.

Child Participants

Children enrolled in grades three through six who attended three elementary schools in Northwest Arkansas were asked to participate in this study. The compiled list of Newbery books read by the librarians was distributed to students with average or above reading ability. Students were encouraged by their teachers to read one or more books from the list. Only children who stated that they had read a book on the list and had returned a parental permission slip were asked to participate in the study.

Analysis

First a list of librarian responses taken from their choice of books was compiled. Then children were interviewed using a Piagetian structured interview technique (Oper, 1977) to discover what spiritual values they recognized and if they identified the same values as the librarians. To standardize the procedure the following questions, with modification of vocabulary when necessary, were asked of each child participant: (1) what special qualities did the main character have; (2) what message did the book have; (3) what is the meaning of this passage (i.e. passages chosen by the librarians); or if a passage described a particular strength or weakness then (4) what trait was the character displaying. Some latitude was allowed in accepting whether or not a response was used in the results as a basis for comparison. For example, if a librarian chose an incident in which the character showed courage in the face of unusual odds and labeled this courage, and if the child participant said that the character was brave or was not afraid, it would be considered that both had attached similar meaning to the incident or the character attributes. At the completion of the data collection process, the responses of the librarians and children to the selected books were analyzed and compared.

Findings

Sixteen librarians were asked to participate in this study. Thirteen librarians responded in the affirmative and eight completed the survey. The librarian group read a total of 40 Newbery books which included 29 different titles. Eight selections chosen by the librarians were not read by the children.

Insert Table 6 about here

The total number of child participants was 35: 14 were males and 21 females. A breakdown by grade shows that there were 4 third graders, 10 fourth graders, 13 fifth graders, and 7 sixth graders. The total number of books read by the children was 44 which included 21 different titles.

Insert Table 7 about here

The spiritual values identified by the eight librarians and the 35 children are generally similar when looking at the total list of the shared 21 book selections.

Insert Table 8 about here

Values referred to by both groups include kindness, love (love of others or love of family), determination, courage, acceptance of others, growth (acceptance of self, introspection, or spiritual change), bravery/courage, and biblical models. Spiritual values referred to by the librarians, but not by the children, are faith, hope, compassion, interdependence, and reference to God. Values, not necessarily designated as spiritual but referred to by child participants and not by the librarians, are hard work, responsibility, and the desire for group membership.

Discussion of Results

The eight participating librarians seemed to be able to identify a wide range of spiritual values in the books they chose. Certain values appear to be identified more often than others, or perhaps children's authors are more apt to write about these values. For example, many children's stories revolve around family relationships, and the stories most often chosen by librarians were stories that emphasized love of parents, family unity, or the need for children to experience a loving and supportive, traditional or non-traditional, family unit. (Some examples are Dicey's Song, The Great Gilly Hopkins, The Hundred Dresses, Jacob Have I Loved, Sarah Plain and Tall, and A Wrinkle in Time.)

The other values most often chosen by librarians were kindness/caring, acceptance and understanding of others, and

references to God or biblical truths. Of those three values, kindness/caring was the value that the children were most able to identify. The main difference in the quality of the responses between the two groups was that the adults differentiated between kindness, (doing a good deed) and caring (nurturing) in more specific ways than children. Librarians also distinguished between love and kindness while children often interchanged the words love and kindness. The value, acceptance of others, was also discussed by some of the children, but was not one of their top five value choices. The most frequently chosen value by librarians was found in the passages that referred to God or biblical truths. Librarians' choices may have been influenced by their personal understanding of the spiritual domain since they appeared to search for passages alluding to God. The terms listed in Table 7 show that child participants as a whole use similar values in their responses. The five values most frequently stated in children's responses were kindness/caring, love, bravery, growth, and determination. Overall, the children's responses were insightful and showed a level of abstraction that might be expected of above average readers. Any child who is able to comprehend the story line appears to be ready to answer questions that focus on values and abstract ideas.

A result that was not surprising was that more agreement was found between the librarians and children when

librarians chose a value referred to in the theme or highlighted frequently in the story line. Two books that illustrate frequent and easily recognized themes are Dear Mr. Henshaw, about a young boy's determination to become a writer, and Call It Courage, in which a boy who has been labeled a coward demonstrates courage.

As noted in Table 8, there were several books which were read by both children and librarians and had no shared values. However, even though there seemed to be less agreement between librarians and children on a particular specific value, the values still appeared to fall into the same grouping or category of values found in other books. These results would seen to indicate that children identify the same spiritual values as adults in children's trade books.

Conclusions

The the Newbery award and honor books used in this study are among the outstanding literary works recommended for children and are generally available in school and public libraries. The focus of this paper deals with the nature of the inferential content of those books; namely, are there spiritual and religious messages/values in the books and do children comprehend such messages. Based on the data gathered from the panel of children's literature experts and the individual librarians who read the selected

books, one can conclude that there are religious/spiritual messages and children do receive them.

Historical fiction stories and those with female protagonists are more likely to carry religious messages and content than contemporary realistic stories or books with male main characters. However, the current trend in award giving, publication, and readership favors contemporary realistic fiction with masculine heros. The messages contained in contemporary realistic fiction works convey spiritual values, including those which identified religions espouse, but the values tend to be cloaked in universal or non-religious language, rather than being clearly identified with a particular religious faith.

A consistent list or group of spiritual values is found in children's books. These spiritual values are identifiable by both adult and child readers. However, in those books conveying spiritual values which adults interpret as having religious significance, child readers focus only on the value in a non-religious connotation.

Thus, religious/spiritual messages are found in contemporary children's books and children do comprehend the messages. The messages are not blatant or obviously stated in quality literature. Therefore, in discussing such literary works, children must respond to higher order questions which implement the goals associated with reading

and education generally of developing critical thinking skills.

The utilization of quality literature with children can facilitate multiple educational goals. Not only can such material be used to practice reading skills, but as a mirror of society, children's literature can convey spiritual values and promote development of critical thinking skills. Exposure to outstanding literary works can be an essential in developing a lifelong love of reading and learning.

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Table 1

Mean Scores for Newbery Medal and Honor Books by Value Category

Title	Year	Genre	Sex	Value Category Neg. Rel.	Non. Rel.	Chr. Jud.	Other Rel.
Slave Dancer	74	H	M	6.40	81.40	19.40	0.00
My Brother Sam is Dead	75	H	M	13.00	65.00	22.00	0.00
Philip Hall Likes Me, I Reckon Maybe	75	C	F	0.00	62.80	37.20	0.00
M. C. Higgins, The Great	75	C	M	0.00	65.80	34.20	0.00
Perilous Gard	75	H	M	11.00	18.20	36.80	34.00
Hundred Penny Box	76	C	M	0.00	91.00	9.00	0.00
Dragonwings	76	H	M	0.00	50.80	1.60	47.60
Roll of Thunder, Hear My Cry	77	H	F	2.00	78.40	19.60	0.00
Ramona and Her Father	78	C	F	0.00	76.00	24.00	0.00
Bridge to Terabithia	78	C	F	4.20	82.20	10.60	3.00
Great Gilly Hopkins	79	C	F	5.50	65.00	29.50	0.00
Westing Game	79	C	F	.80	94.60	4.60	0.00
Gathering of Days: A New England Girl's Journal, 1830-1832	80	H	F	2.20	49.60	48.40	0.00
Ring of Endless Light	81	C	F	2.20	76.80	15.00	6.00
Jacob Have I Loved	81	H	F	17.00	15.00	68.00	0.00
Ramona Quimby, Age 8	82	C	F	0.00	97.20	2.80	0.00
Sweet Whispers, Brother Rush	83	C	F	.20	68.40	11.40	20.00
Dicey's Song	83	C	F	2.00	95.80	2.20	0.00
Dear Mr. Henshaw	84	C	M	0.00	100.00	0.00	0.00
Sign of the Beaver	84	H	M	.40	84.60	6.00	9.00
Solitary Blue	84	C	M	1.00	92.60	6.40	0.00
Moves Make the Man	85	C	M	2.20	96.20	1.60	0.00
One-Eyed Cat	85	H	M	18.00	52.60	29.40	0.00
Like Jake and Me	85	C	M	0.00	100.00	0.00	0.00
Sarah, Plain and Tall	86	H	F	0.00	99.40	.60	0.00
Dogsong	86	C	M	8.00	59.00	11.20	21.80
On My Honor	87	C	M	18.00	82.00	0.00	0.00
Whipping Boy	87	H	M	0.00	100.00	0.00	0.00
Hatchet	88	C	M	0.00	98.80	1.20	0.00
After the Rain	88	C	F	.40	98.00	1.60	0.00

Table 2

Frequencies and Expected Frequencies of Male and Female Protagonists in Newbery Medal and Honor Books From 1974 To 1988 by Genre

Observed Frequencies			Number of Observations	30
	Male	Female	Chi-Square	0.1435
Hist	6	5	Yates' Correction	0.0000
Cont	9	10	Degrees of Freedom	1
Expected Frequencies			Significance Level	0.7048
	5.50	5.50	Contingency Coef.	0.0690
	9.50	9.50	Cramer's Phi Prime	0.0692

Table 3

Frequencies and Expected Frequencies of Male and Female Protagonists in Newbery Medal and Honor Books From 1974 To 1978 By Genre

Observed Frequencies			Number of Observations	10
	Male	Female	Chi-Square	0.0000
Hist	3	2	Yates' Correction	0.4167
Cont	3	2	Degrees of Freedom	1
Expected Frequencies			Significance Level	1.0000
	3.00	2.00	Contingency Coef.	0.0000
	3.00	2.00	Cramer's Phi Prime	0.0000

Table 4

Frequencies and Expected Frequencies of Male and Female Protagonists in Newbery Medal and Honor Books From 1979 To 1983 by Genre

Observed Frequencies				
	Male	Female		
Hist	0	2	Number of Observations	*
Cont	0	6	Chi-Square	*
Expected Frequencies			Yates' Correction	*
			Degrees of Freedom	*
			Significance Level	*
			Contingency Coef.	*
			Cramer's Phi Prime	*

*Zero Error Unable to Compute

Table 5

Frequencies and Expected Frequencies of Male and Female Protagonists in Newbery Medal and Honor Books From 1984 To 1988 by Genre

Observed Frequencies				
	Male	Female	Number of Observations	12
Hist	3	1	Chi-Square	0.3000
Cont	7	1	Yates' Correction	0.0750
Expected Frequencies			Degrees of Freedom	1
	3.33	0.67	Significance Level	0.5839
	6.67	1.33	Contingency Coef.	0.1562
			Cramer's Phi Prime	0.1581

Table 6

Newbery Books Chosen by Librarians and the Number of Librarians and Child Participants Reading Each Selection

Book Title	Number of Librarians	Number of Child Participants
Bridge To Terabithia	1	5
Call It Courage	1	2
Cat Who Went To Heaven	2	2
Dear Mr. Henshaw	2	3
Dicey's Song	1	1
From The Mixed Up Files	2	5
Great Gilly Hopkins	2	1
Hundred Dresses	1	1
Island of the Blue Dolphins	1	2
Jacob Have I Loved	1	1
Miracle On Maple Hill	2	1
On My Honor	1	2
Rabbit Hill	1	1
Rufus M.	1	1
Sarah, Plain and Tall	3	7
Secret River	1	1
Sounder	2	2
Strawberry Girl	1	1
Up A Road Slowly	1	1
Witch of Blackbird Pond	3	1
Wrinkle In Time	2	3

Animal Family	1	0
Blue Sword	1	0
Dark Frigate	1	0
Onion John	1	0
Phillip Hall Likes Me I ...	1	0
Smokey The Cow Horse	1	0
Westing Game	1	0
Visit to William Blake's Inn	1	0
Total Readings Librarians	40	Children 44
Total of Different Titles	29	21
Total of Different Titles Read by Both		21

Table 7

Comparison of Values Chosen By Librarians and Child Participants

Shared Value Books		
Book Title	Lib. Values	C. P. Values
Bridge To Terabithia	grief compassion sympathy understanding growth	growth bravery caring (kind) challenge
Call It Courage	courage	courage determination
Cat Who Went To Heaven	sacrifice and suffering peace	sacrifice and suffering kindness
Dear Mr. Henshaw	love commitment perseverance growth	love determination
Dicey's Song	loving and caring acceptance of others family support determination courage	caring leadership helping self
From The Mixed Up Files of Mrs. Basil E. Frankweiler	spiritual change God's authority resourcefulness	growth determination self-worth
Great Gilly Hopkins	God's strength loving caring	love growth
Hundred Dresses	understanding of others family love	group membership family support loving others
Island of the Blue Dolphins	love sacrifice consideration nature (oneness of life)	love sacrifice bravery concern for birds/animals
Jacob Have I Loved	self-worth biblical truths love of parents	love of parents
Miracles On Maple Hill	God's purpose love of neighbors kindness	loving another sensitive caring
Rabbit Hill	understanding live and let live	adapting to change acceptance growth
Rufus M.	kindness peace	kindness determination love of family
Sarah, Plain and Tall	love acceptance of others family unity kindness sacrifice	love care of animals trust family unity kindness sacrifice
Sounder	Biblical models love	Biblical models bravery determination
Witch of Blackbird Pond	self-acceptance acceptance of others helping others love God's authority	self-acceptance kindness growth
Wrinkle In Time	honor parents faith hope	caring (kind) bravery love determination

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Table 8

Books In Which There Were No Shared Values

Book	Library Values	Child Participant Values
Secret River	interdependence extending love to others	bravery love of family sacrifice kindness
Strawberry Girl	gratitude to God acceptance of others	growth kindness hard work
Up A Road Slowly	empathy forgiveness	growth
On My Honor	focus on Heaven	generous responsibility